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ABSTRACT

This is a report on the Positive Human Interaction Project (PHI) implemented under the Emergency School Aid Act in the Metropolitan Nashville (Tennessee) school system during 1980-81. The report describes the PHI centers set up in thirteen project schools to prevent resegregation in desegregated schools by encouraging interaction activities among children of different racial and socioeconomic backgrounds, improving student behavior, and enhancing student, faculty, parent, and community involvement in the program. Included in the report are statements of program objectives; descriptions of activities designed to accomplish objectives; and evaluation of the extent to which objectives were met in terms of teacher assessments and observations, parents' comments, and ratings of target students' progress on individual goals. Also described are the functions and roles of PHI resource specialists, community teachers, and staff teachers. (Author/MJL)

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EVALUATION REPORT
EMERGENCY SCHOOL AID ACT
1980-81

Prepared by
Judith E. Stubbs

Metropolitan Public Schools
Nashville, Tennessee
August, 1981

ED212745

UD 022 105.

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OVERVIEW OF COMPONENTS

Several factors that characterize effectively desegregated schools are 1) classroom and extracurricular activities organized for substantial interaction among races, 2) strong parental support, both inside and outside the school, and 3) ongoing programs of staff development that emphasize problems relating to successful desegregation. To meet such needs in a community under a second federal court order, the Emergency School Aid Act (ESAA) involved thirteen schools in the Metropolitan Nashville Public School system. During the 1980-81 school year funds provided by ESAA totaled \$738,327 to serve four junior high schools and nine elementary schools that had demonstrated needs in certain critical areas. The goal of the project was to develop and implement strategies which would help children whose adaptation level is less than optimal to overcome their sense of alienation from the purposes of school and to help them learn new ways of coping with their school situation.

The ESAA program funded in each project school a Positive Human Interaction (PHI) center staffed by two teachers. Positive Human Interaction teachers were selected for their skills in dealing with interpersonal relations and/or their knowledge of the particular community involved. Three PHI Resource Specialists provided leadership and support for the PHI teachers in their jurisdiction. Monthly workshops and meetings planned by the Resource Specialists offered opportunities to enhance professional skills and improve program implementation.

The role of the PHI teachers involved several areas that impacted

on school climate—student behaviors, staff development, and parent/community relations. Each PHI teacher worked directly with a maximum of 100 target students; target students were referred to the program by teachers and administrators. These students were characterized by problems in any one or a combination of areas, e.g. absenteeism, acting out behaviors or withdrawal.

Many maladaptive behaviors to the school situation often stemmed from a poor self-concept. Regularly scheduled small group activities and individual sessions included self-concept reinforcement, success experience reinforcement, self-awareness activities, conflict resolution, behavior modification, and broadening interpersonal skills. PHI centers were appealing rooms, designed to provide an atmosphere of openness and security. Students' problems do not occur or are not solved in isolation; PHI teachers were in constant communication with other faculty members and the home.

In addition to their primary responsibility of working with target students, one ESAA teacher acted as the PHI Staff Teacher and the other was designated the PHI Community Teacher. Informal assessments of staff development needs provided direction for staff development activities carried out by the PHI Staff Teacher during the current school year. In the spring a staff development needs assessment was conducted; the results will form a basis for planning activities in future years of the project.

The PHI Community Teacher was responsible for outreach to the school community. Volunteers were recruited and provided a variety of services. Each school held at least four parent/community meetings.

An ESAA Student Advisory Committee within the school served as a vehicle of communication and involvement with the total student body.

Unannounced site visits were conducted during the year by the evaluator to observe implementation. Principals were interviewed in order to gain insight about the program from an administrative perspective. Principals were very pleased with the program, describing it as "something that has been needed for a long time," "the finest program," and "a program that made a real impact on the efforts of the school to provide a successful experience for children."

In a variety of ways the PHI program seeks to make a contribution to the total school climate which will facilitate interaction among children of different racial and socioeconomic backgrounds and which will prevent further resegregation of the school's population. The interaction among parents, community members, faculty, and students has definite "fallout" effect--a school environment in which positive human relations are encouraged to grow and develop. In subsequent years of the project there is an expectation of continued improvement.

On the following pages are statements of objectives, brief descriptions of activities, and evaluation reports. More detailed data are available upon request.

SCHOOL PERFORMANCE ON ESAA OBJECTIVES 1930-81	Objective 1*			Objective 2*		Objective 3**			Total Score	Percent Attained
	A Teacher Attitude	B Parent Attitude	B Citizen Attitude	A Student Attitude	B Ref.Tchr. Scale	A Susp.	B C.P.	C. Abs.		
Buena Vista	3	2	3	1	2	1	1	1	14 ~~10~~	74% ~~63%~~
Caldwell	2	3	3	1	2	0	0	1	12	63%
Cumberland	0	3	3	2	2	0	0	0	10	53%
Ewing Park	1	2	3	2	2	1	1	2	14	74%
Ford Greene	2	2	2	1	2	0	1	2	12	63%
Glenn	3	2	2	1	2	1	0	1	12	63%
Haynes	3	2	2	2	2	1	1	1	14	74%
Highland Hts.	~~3~~	3	2	3	2	1	0	2	15 ~~10~~	~~84%~~ 79%
King's Lane	3	3	3	1	2	1	0	1	14	74%
Kirkpatrick	3	3	3	1	3	1	0	1	15	79%
McKissack	2	3	3	1	2	0	1	2	14	74%
Meigs	3	3	3	3	2	0	1	0	15	79%
Moore	3	2	3	2	2	1	0	0	13	68

- * 0 = met no items
 1 = met half or fewer items
 2 = met more than half of items
 3 = met all items

- ** Suspensions and Corporal Punish.
 0 = goal not met
 1 = met or exceeded goal

- *** Absentees
 0 = not met
 1 = improved but not enough
 2 = met

Summary

16 (84%)
~~Buena Vista~~
~~Highland Hts.~~

15 (79%)
 Kirkpatrick
 Meigs
 Highland Hts.
 Buena Vista

14 (74%)
 Ewing Park
 Haynes
 King's Lane
 McKissack
 Buena Vista

13 (68%)
 Moore
 Caldwell
 Ford Green
 Glenn

12 (63%)
 Cumberland

Maximum possible score is 19.

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome
Objective One: At the end of each project year (August 1980 to June 1981; August 1981 to June 1982; August 1982 to June 1983; August 1983 to June 1984; August 1984 to June 1985) and as a result of extensive ESAA-sponsored activities directed toward individual target students, parents, staff and community, there will have been: A. Responses from 60% of the target school faculty members will rate the ESAA Project as positively influencing the school climate and reducing the number of behavior problems which occur as a result of desegregation, as measured by the ESAA Teacher Attitude Assessment Inventory. Achievement of this object will be designated by the following: 60% of the total responses on all items of the Inventory will fall into the 3, 4, or 5 categories on the 5-point scale; "1" indicating low	Teacher attitudes and skills are critical to the success of the ESAA project. PHI teachers conducted or sponsored staff development activities throughout the year. Each team of PHI teachers began the year by presenting an orientation to the ESAA program to its faculty. Other staff development activities included presentations on: --discipline techniques --multicultural education --facilitating positive classroom behavior --child abuse --stress management --affective benefits of Student	All target school faculty members were asked in the spring to complete the ESAA Teacher Attitude Assessment Inventory. Each item was analyzed to determine the percentage of responses in the 3, 4, or 5 category. In eight of the thirteen schools the responses to all items exceeded the criterion, i.e. sixty percent of the responses falling into the 3, 4, or 5 category on a five-point scale in which "1" indicated low effectiveness and "5" indicated high effectiveness. In another three schools responses to	10

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome
effectiveness and "5" indicating high effectiveness.	Team Learning --characteristics of middle school students --familiarization with community mental health centers --developing awareness of teachers' and students' differing personalities and work patterns --improving the self-concept of students --drug education --improving interpersonal relationships within the faculty --community services of benefit to students --becoming sensitized to the problems of students Each team of PHI teachers conducted an assessment of staff development needs specific to that school. Staff development activities for the future school year will be based on the needs expressed through this survey. Several topics were common to more than one school: --creative approaches to discipline	more than half the items fell into the desirable categories. In one school the response to only one item met criterion; in another, no items met criterion. (See following table.) Teachers indicated their participation in staff development activities during the year. The average numbers of sessions for all schools were 423 individual conferences with PHI teachers, 34 afternoon workshops, eight weekend workshops, and 22 sessions with outside consultants. Comments about the program were invited. Seventy-nine percent of the comments were favorable and an additional seven percent were favorable with some qualification. Seven percent of the comments reflected unfavorable opinions about the program. Five percent of the respondents expressed dissatisfaction with the program but support of the	

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome
13	--multicultural awareness --increasing parental involvement --increasing community involvement --enhancing student's self-concept --communications skills --motivating students	PHI staff; one percent approved of the program but not the specific personnel involved. The following comments are typical of the several shades of opinions offered. "A very worthwhile program. A must for our school." "The PHI program is one of the best things that has happened to ____ School. It has helped the students; faculty, and parents understand themselves and each other so much better than they did before. Please keep this program here!!" "I do not feel that we have worked as closely as we should have throughout the year. For instance, when the PHI teacher would find out information concerning students she might not pass it on to all of those involved with students. I felt in competition with her, not a peer working with her."	14

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome
15		"The PHI program has made a difference in the over-all climate of the school." "I feel that the program as it is structured is very idealistic rather than realistic. Unfortunately it appears that the students look on the program as a reward for inappropriate behavior. I would much rather see the teachers used to reduce the class size than work with a small number of students on a one to one basis." "This has been one of the best uses of teacher time I have seen. I hope the PHI program can continue." "Having two PHI teachers in my building this year has made it possible for me to function as effectively as I would like as a principal. Before their coming I always felt it was impossible to do a satisfactory job with attendance, parent involvement, or staff development."	16

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome
17		Together we have made a sound beginning--I cannot imagine an effectively functioning school without them." "The PHI program has been most beneficial to students. Thanks to the efforts of PHI students have developed a more positive attitude toward school, teachers, and themselves. They have learned better communication skills as well as better coping skills." Each year faculties elect one of their members "Teacher of the Year," the teacher who has made the most significant contribution to the life of that particular school. In several ESAA project Schools, PHI teachers were given this recognition by their peers. The general tone of the negative comments from teachers reflects, in many instances, some lack of understanding	18

Objective

Activities Designed to
Accomplish Objectives

Extent to Which
Objective Was Met

Reasons for Difference Between
Objectives and Outcome

about the program. This underscores the importance of faculty orientation and communication.

Consideration will be given in the next project year to modify the ESAA Teacher Attitude Assessment Inventory to more accurately measure staff development and involvement. Several items dealing with numbers of staff development activities were not as specific as they should be in order to elicit a constant response.

Teacher Attitude Assessment Inventory
Percent Responses in Categories 3, 4, 5

	a	b	c	d	e	f	g	h	i
Buena Vista	86.7	86.7	80.0	86.7	86.7	86.7	80.0	86.7	86.7
Caldwell	53.3	53.3	60.0	66.7	50.0	60.0	66.7	60.0	53.3
Cumberland	54.5	54.5	45.5	54.5	36.4	36.4	54.5	54.5	36.4
Ewing Park	61.9	52.4	57.1	57.1	52.4	47.6	47.6	57.1	47.6
Ford Greene	75.0	100.0	50.0	87.5	75.0	56.3	43.8	68.8	62.5
Glenn	70.8	70.8	75.0	75.0	70.8	79.2	70.8	75.0	75.0
Haynes	100.0	100.0	86.7	100.0	100.0	92.9	87.5	100.0	100.0
Highland Heights	78.6	53.6	64.3	82.1	75.0	60.7	53.6	78.6	63.0
King's Lane	90.5	90.5	90.5	90.5	95.2	81.0	81.0	85.7	85.7
Kirkpatrick	96.0	96.0	96.0	96.0	92.0	96.0	96.0	100.0	96.0
McKissack	60.0	90.0	60.0	60.0	50.0	40.0	60.0	50.0	60.0
Meigs	82.8	75.9	79.3	86.2	82.8	72.4	65.5	82.8	69.0
Moore	100.0	85.7	85.7	100.0	100.0	95.4	89.3	95.4	88.9
Mean	80.2	77.1	74.0	82.6	77.7	72.8	70.3	79.8	73.3

ESAA Teacher Attitude Assessment Inventory

Please circle the number which represents your feelings regarding each statement:

1. Staff Development activities as provided by local and district office staffs have:

	<u>Very Little</u>	<u>Little</u>	<u>Some</u>	<u>Much</u>	<u>Very Much</u>
a. helped me develop better human relations skills with students.	1	2	3	4	5
b. helped me develop better human relations skills with teachers.	1	2	3	4	5
c. helped me develop better human relations skills with parents.	1	2	3	4	5
d. helped me better understand the individual needs of students.	1	2	3	4	5
e. helped me better plan for the individual needs of students.	1	2	3	4	5
f. helped me improve my skills in conducting conferences with students.	1	2	3	4	5
g. helped me improve my skills in conducting conferences with parents	1	2	3	4	5
h. helped me improve my skills in working with discipline problems	1	2	3	4	5
i. helped me develop strategies and skills to reduce racial isolation in school.	1	2	3	4	5

2. How many of the following ESAA staff development activities have you participated in during the 1980-81 year?

- | | |
|------------------------------------|--|
| a. Sessions with PHI teacher _____ | c. Weekend workshop _____ |
| b. Afternoon workshops _____ | d. Sessions with "outside" consultants _____ |

3. Please use the space on the back of this form for any comments you may wish to make about the PHI program.

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome						
B. Responses from a randomly selected group of 300 parents of target students, and citizens of the school community will show that 60% of these parents will rate the ESAA project "3" or better on the ESAA Parent/Citizen Attitude Assessment Inventory. The 5-point rating scale will be administered in the spring of each project year (see attachment). The "5" indicates low effectiveness of the profile.	Every ESAA school made a concerted effort to substantially improve both the quality and quantity of parent and community involvement in the life of their school. With the leadership of the PHI Community Teacher, at least four parent/community meetings were held at each school. Records on attendance were maintained, and evaluation forms completed after each activity provided a vehicle for input. Each school held an open house or similar gathering to acquaint parents with the PHI program. Subsequent parent/community meetings covered topics such as: --recruitment and utilization of school volunteers --exploring ways to stimulate community involvement in the school --community resources for parents and youth --juvenile justice --promotion of ongoing partnerships between the school and	In early May ESAA Parent/Citizen Attitude Assessment Inventories were sent to a randomly-selected group of parents of target students and citizens of the community. Responses were analyzed to determine the percentage in the 3, 4 or 5 response categories. (On this 5-point scale, "5" indicates high effectiveness, "1" indicates low effectiveness.) The percentage of parents' responses in these categories across schools for each item is presented below. All items exceeded criterion. <table><tr><th>Item</th><th>% in 3, 4, 5</th></tr><tr><td>1. My child has talked to me about the ESAA (PHI) program.</td><td>81.9</td></tr><tr><td>2. My child is attending school more regularly than in previous years.</td><td>87.1</td></tr></table>	Item	% in 3, 4, 5	1. My child has talked to me about the ESAA (PHI) program.	81.9	2. My child is attending school more regularly than in previous years.	87.1	The objective called for responses from a randomly selected group of 300 parents of target students and citizens of the school community. The actual number of respondents was 236. Six hundred fifty surveys were distributed; only 36% were returned. Alternative method of distribution and return that will continue to provide for confidentiality will be investigated next year.
Item	% in 3, 4, 5								
1. My child has talked to me about the ESAA (PHI) program.	81.9								
2. My child is attending school more regularly than in previous years.	87.1								

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome												
	business community --improving parenting skills The PHI program in several schools sponsored events (e.g. carnivals, brunches, etc.) that effectively brought together teachers, parents, students and the community in planning and participation. In another school one day each month was set aside to bring community leadership into the school. This program provided a means for interaction between these leaders and the students as well as enabling these leaders to learn more about the public schools. Volunteers were actively recruited and served the schools in a variety of tasks. Recognition was provided for the many hours served by volunteers. Newsletters were distributed by each school four times during the year. Through these newsletters parents were informed	<table><thead><tr><th>Item</th><th>% in 3, 4, 5</th></tr></thead><tbody><tr><td>3. My child seems to like school better this year than previous years.</td><td>85.8</td></tr><tr><td>4. His/her grades are better this year.</td><td>75.0</td></tr><tr><td>5. The school has informed me about the ESAA (PHI) program.</td><td>80.5</td></tr><tr><td>6. I have been contacted by ESAA (PHI) personnel during the school year.</td><td>75.0</td></tr><tr><td>7. I have been given the opportunity for parent-teacher conferences during the school year.</td><td>89.5</td></tr></tbody></table>	Item	% in 3, 4, 5	3. My child seems to like school better this year than previous years.	85.8	4. His/her grades are better this year.	75.0	5. The school has informed me about the ESAA (PHI) program.	80.5	6. I have been contacted by ESAA (PHI) personnel during the school year.	75.0	7. I have been given the opportunity for parent-teacher conferences during the school year.	89.5	
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26

27

Objective

Activities Designed to Accomplish Objectives

Extent to Which Objective Was Met

Reasons for Difference Between Objectives and Outcome

about the ESAA program and about activities of the school as a whole. These newsletters represented an important linkage between the school and the home.

On a more specific level home visits, telephone calls and conferences provided additional communication between school and home. Each PHI center was equipped with a telephone. Consequently, PHI teachers were able to monitor and intervene in many situations affecting their students, e.g. attendance, school problems, etc. Not all calls were outgoing; parents and students were aware of and appreciated the accessibility of PHI personnel.

Some schools established systems of daily behavioral contracts for students. These were shared daily with parents. The table which follows records number of phone calls, called conferences and home visits logged by PHI teachers.

Item 7 in 3, 4, 5

8. My child's behavior has changed in positive ways this year. 84.8

Among comments made by parents are the following:

"The ESAA program has really helped my child a whole lot and I really enjoyed going to the workshop."

"After he was placed in the program there were no more suspensions from school this year, and he hates missing school for any reason. Conduct grades improved and I had good communication with Mr. _____ on his progress at anytime. To me this program is a great asset to the school and students and teachers. As a working parent I have been faced with these types of problems with my children in school before and I had become desperate because

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome
30	The PHI Resource Specialists provided support and assistance to the ESAA staff in establishing and maintaining effective communication between school and home. At the monthly workshops/meetings they conducted for the PHI teachers, special materials and consultants enhanced the communication and counseling skills of personnel in the program.	there seemed to be no solution to solving the behavior problems that occur. It appears to be if a child expresses any kind of behavior problem he is labeled a troublemaker or that something is wrong with him mentally. When it is mostly frustration, boredom or lack of attention at home, and the only way attention can be obtained is through mood swings of sorts and etc. This too also depends on family background and environment. This could be an answer to the problems in junior high and senior high schools if it's not already in progress there. I can speak only for myself that I am grateful to the program for allowing my son to participate in it because at the rate he was going he could have been expelled from school indefinitely or etc. So thank you very much and continue the good works."	31

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome
32		"I would like to know more about the program." "I personally think ESAA is a marvelous program. School had none other than the very best in Ms. _____ and Mr. _____. Please continue the program. It's such a worthy program for the children which probably means it will be one of those to bite the dust! I pray not. Metro schools needs this type of human interaction program. Wouldn't hurt the legislators either." "I couldn't comment on this program because this is the first I've heard of it." "We believe this program is good for the students. We were visited by a teacher in our home and had it explained very well and we were also able to visit the school. We believe it is successful and hope you can continue it."	33

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome
34		"The PHI is the best program going for the school. It has helped my child a lot, she likes the teachers. I talked with Mr. ____; he is a wonderful person. Keep up the good work." "I think it is nice that children can get help they need. I don't like it because the government is trying to cut this program out. I think it helps the children a lot to have someone they can talk to and trust." "It has helped my child learn how to understand the behavior of other pupils her own age and to get along better with them." The only negative or neutral comments about the program betrayed confusion about the ESAA program (e.g. references to <u>ESEA</u> personnel) or lack of information on philosophy and participation.	35

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome										
		The item responses from citizens in the school community also exceeded criterion. The percentage of responses in the favorable categories is as follows: <table><tr><th>Item</th><th>X in 3, 4, 5</th></tr><tr><td>1. Persons in this school community are familiar with the ESAA (PHI) program.</td><td>79.7</td></tr><tr><td>2. The PHI program helps children increase their school attendance.</td><td>96.6</td></tr><tr><td>3. Children in the PHI program seem to like school better this year than in previous years.</td><td>90.7</td></tr><tr><td>4. The PHI program has improved the school climate.</td><td>94.7</td></tr></table>	Item	X in 3, 4, 5	1. Persons in this school community are familiar with the ESAA (PHI) program.	79.7	2. The PHI program helps children increase their school attendance.	96.6	3. Children in the PHI program seem to like school better this year than in previous years.	90.7	4. The PHI program has improved the school climate.	94.7	
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4. The PHI program has improved the school climate.	94.7												

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome
		Item % in 3, 4, 5 5. The PHI program increases community involvement. 80.0 6. The PHI program helps teachers deal with students in a more positive manner. 96.6 Among the comments from these citizens were: "Three cheers for the public schools! I feel that the PHI program will ease the tension that some parents deal with when they send their children to school. It provides many pleasurable opportunities to interact with other parents, the children and the school administrative staff. This program also gives interested citizens a chance to aid the school community like no	

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome
40		way before, so that the teachers can get back to the business of teaching. It is reassuring to know that you can stop in to inquire about your child at any given time and not feel that you have disrupted a teacher's lesson plan. Keep up the good work, PHI!" "We need to know more about the program in all aspects." "I think the program has really helped the students because the children are not fighting on the streets on the way from school like they did last year." Several comments indicated a need for more information about the program.	41

Parent Contacts

	<u>Phone Calls</u>	<u>Called Conferences</u>	<u>Home Visits</u>
Buena Vista	119	65	42
Caldwell	155	17	65
Cumberland	517	118	110
Ewing Park	300	51	25
Glenn	722	61	48
Ford Greene	190	8	12
Haynes	77	26	40
Highland Heights	550	70	75
Kings Lane	711	55	80
Kirkpatrick	351	131	36
McKissack	154	72	17
Meigs	890	980	140
Moore	355	98	38

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome																
<u>Objective Two A:</u> At the conclusion of each project year (August 1980 to June 1981; August 1981 to June 1982; August 1982 to June 1983; August 1983 to June 1984; August 1984 to June 1985) a random sample of 20% of the target students, previously identified, will show, from pre-testing to post-testing, a 0.1 increase for the average of each respective item of the ESAA Student Attitude Toward School Profile. The ESAA Student Attitude Toward School Profile is an <u>eleven</u> item questionnaire with a five point response scale; "1" indicating a less positive attitude and "5" representing a more positive attitude.	In addition to his or her responsibilities as the PHI Community Teacher or PHI Staff Teacher, each PHI teacher worked with a maximum of one hundred target students during the school year. The PHI Centers represent the nucleus of the ESAA program. Students were seen regularly in small groups at frequencies which varied with the nature of their problems. Communication with other faculty members was ongoing; during the year PHI teachers conducted hundreds of informal conferences about students with other teachers. Records, including input from referring teachers and/or administrators, were maintained on target students. Individualized goals were established for students, and progress was monitored. The activities carried out in the PHI Centers were designed to meet the varied needs of the target students. Special materials, free of racial or sexual bias, were purchased to	During the fall and the spring of the 1981-82 school year the ESAA Student Attitude Toward School profile was administered to a 20% random sample of target students in each project school. Group Testers from the Department of Research and Evaluation administered the instrument to groups of students in a manner designed to insure the confidentiality of responses. Pre and post means were calculated for each item on the eleven-item scale. The table below indicates for each school the number of items on which criterion was reached (a 0.1 increase from pretest to posttest). <table> <tr> <th>School</th> <th>Items Reaching Criterion</th> </tr> <tr> <td>Buena Vista</td> <td>5</td> </tr> <tr> <td>Caldwell</td> <td>1</td> </tr> <tr> <td>Cumberland</td> <td>7</td> </tr> <tr> <td>Ewing Park</td> <td>7</td> </tr> <tr> <td>Glenn</td> <td>2</td> </tr> <tr> <td>Ford Greene</td> <td>1</td> </tr> <tr> <td>Haynes</td> <td>7</td> </tr> </table>	School	Items Reaching Criterion	Buena Vista	5	Caldwell	1	Cumberland	7	Ewing Park	7	Glenn	2	Ford Greene	1	Haynes	7	In six of the project schools more than half the items on this measure reached criterion in the other seven schools less than half of the items reached criterion. Past experience with various affective measures has demonstrated the extreme difficulty of showing significant gain from fall to spring.
School	Items Reaching Criterion																		
Buena Vista	5																		
Caldwell	1																		
Cumberland	7																		
Ewing Park	7																		
Glenn	2																		
Ford Greene	1																		
Haynes	7																		

Objective

Activities Designed to
Accomplish Objectives

Extent to Which
Objective Was Met

Reasons for Difference Between
Objectives and Outcome

School Items Reaching
 Criterion

Highland Hgts.	11
King's Lane	1
Kirkpatrick	1
McKissack	5
Meigs	11
Moore	9

ESAA STUDENT ATTITUDE TOWARD SCHOOL PROFILE

1. In this school students of all races and backgrounds are respected.
(1) Never___(2) Almost never___(3) Some___(4) Almost always___(5) Always___
2. Teachers treat students as persons.
(1) Never___(2) Almost never___(3) Some___(4) Almost always___(5) Always___
3. Teachers in this school are proud to be teachers.
(1) Never___(2) Almost never___(3) Some___(4) Almost always___(5) Always___
4. Students feel that teachers are "on their side".
(1) Never___(2) Almost never___(3) Some___(4) Almost always___(5) Always___
5. Students can count on teachers to listen to their side of the story and to be fair
(1) Never___(2) Almost never___(3) Some___(4) Almost always___(5) Always___
6. I like attending this school.
(1) Never___(2) Almost never___(3) Some___(4) Almost always___(5) Always___
7. I feel that my ideas are listened to and used in this school.
(1) Never___(2) Almost never___(3) Some___(4) Almost always___(5) Always___
8. When all is said and done, I feel that I count in this school.
(1) Never___(2) Almost never___(3) Some___(4) Almost always___(5) Always___
9. Students would rather attend this school than transfer to another.
(1) Never___(2) Almost never___(3) Some___(4) Almost always___(5) Always___
10. There is someone in this school that I can always count on.
(1) Never___(2) Almost never___(3) Some___(4) Almost always___(5) Always___
11. School is a nice place to be because I feel wanted and needed there.
(1) Never___(2) Almost never___(3) Some___(4) Almost always___(5) Always___

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome														
Objective Two B: At the conclusion of each project year (August 1980 to June, 1981; August 1981 to June, 1982; August 1982 to June, 1983; August 1983 to June, 1984; and August, 1984 to June, 1985) a random sample of teachers in each school who have referred students to the PHI program will be asked to respond to this statement: "Earlier this year <u>name of student</u> was referred by you to the PHI program for help in correcting certain maladaptive behaviors. Based on your continuing knowledge of this student, and as a measure of the effectiveness of the PHI program, how would you rate progress on the goals set for this student?" Achievement of this objective will be designated by the following: 60% of the total responses will fall into the 3, 4, or 5 categories	provide appealing opportunities for building positive concepts of self and others. Social interaction skills were taught and practiced in a structured environment. A few of the specific activities carried out were: --"Operation Decorum," a year-long program that established guidelines and incentives for proper school behavior and regular attendance --Leadership for a "school-in-the-woods" camp experience --Bulletin board areas which students could use to express feelings they may not be able to communicate verbally. --Field trips --"Rap" sessions with professional counselors --Mini-courses on manners	A 20% random sample of target students in each project school was identified by the Department of Research and Evaluation. The teacher or administrator who referred these students to the PHI program was asked to rate each student's progress on the individual goals set for that student. Rating was on a 5-point scale in which "1" indicates low effectiveness and "5" indicates high effectiveness; completed rating scales were sent directly to the program evaluator. The percentage of responses in the 3, 4, or 5 categories appears below. <table> <tr> <th colspan="2">% of Responses in School 3,4; or 5 Categories</th> </tr> <tr> <td>Buena Vista</td> <td>95.7</td> </tr> <tr> <td>Caldwell</td> <td>96.2</td> </tr> <tr> <td>Cumberland</td> <td>69.6</td> </tr> <tr> <td>Ewing Park</td> <td>78.6</td> </tr> <tr> <td>Ford Greene</td> <td>87.1</td> </tr> <tr> <td>Glenn</td> <td>83.3</td> </tr> </table>	% of Responses in School 3,4; or 5 Categories		Buena Vista	95.7	Caldwell	96.2	Cumberland	69.6	Ewing Park	78.6	Ford Greene	87.1	Glenn	83.3	
% of Responses in School 3,4; or 5 Categories																	
Buena Vista	95.7																
Caldwell	96.2																
Cumberland	69.6																
Ewing Park	78.6																
Ford Greene	87.1																
Glenn	83.3																

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Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome																
on a 5-point scale in which "1" indicates low effectiveness and "5" indicates high effectiveness.	--A Junior Striders running club for target students maintaining certain standards The "fallout" effect of these activities was a classroom and school environment in which positive human relationships were encouraged to grow and develop.	<table> <tr> <th>School</th> <th>% of Responses in 3,4 or 5 Categories</th> </tr> <tr> <td>Haynes</td> <td>80.0</td> </tr> <tr> <td>Highland Hgts.</td> <td>82.4</td> </tr> <tr> <td>King's Lane</td> <td>95.0</td> </tr> <tr> <td>Kirkpatrick</td> <td>100.0</td> </tr> <tr> <td>McKissack</td> <td>92.0</td> </tr> <tr> <td>Meigs</td> <td>78.3</td> </tr> <tr> <td>Moore</td> <td>88.6</td> </tr> </table> All project schools surpassed the objective criterion (60% of responses in 3, 4, or 5 categories).	School	% of Responses in 3,4 or 5 Categories	Haynes	80.0	Highland Hgts.	82.4	King's Lane	95.0	Kirkpatrick	100.0	McKissack	92.0	Meigs	78.3	Moore	88.6	
School	% of Responses in 3,4 or 5 Categories																		
Haynes	80.0																		
Highland Hgts.	82.4																		
King's Lane	95.0																		
Kirkpatrick	100.0																		
McKissack	92.0																		
Meigs	78.3																		
Moore	88.6																		

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Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome																
<u>Objective Three:</u> At the end of each project year (August 1980 to June 1981; August 1981 to June 1982; August 1982 to June 1983; August 1983 to June 1984; August 1984 to June 1985) and as a result of extensive ESAA-sponsored activities directed toward individual target students, parents, staff, and community, for each target school: A. The yearly out-of-school suspension percentage rate will be one-tenth less than the rate of that school for the previous school year. Example of calculations: <table> <tr> <td></td><td>% Rate (1979-80)</td><td>One- Tenth</td><td>% Rate Goal</td></tr> <tr> <td>School 1</td><td>35.2</td><td>3.5</td><td>31.7</td></tr> <tr> <td>School 2</td><td>9.4</td><td>0.9</td><td>8.5</td></tr> <tr> <td>School 3</td><td>17.9</td><td>1.8</td><td>16.1</td></tr> </table>		% Rate (1979-80)	One- Tenth	% Rate Goal	School 1	35.2	3.5	31.7	School 2	9.4	0.9	8.5	School 3	17.9	1.8	16.1	PHI teachers in each school established and maintained a cascade of services for target students whose behaviors could be considered maladaptive (e.g. absenteeism, acting out, withdrawal, etc.). Personal counseling and group activities with these students provided regular opportunities for learning and for practicing appropriate alternatives. Behavior contracts and incentive programs were established. PHI teachers, in addition to their direct service to target students, provided support by contacting and working with parents on problems of mutual concern. Workshops on parenting were set up by some ESAA schools. Other project schools held meetings to acquaint parents with community support services. Telephones in the PHI centers allowed a degree of home-school communication not otherwise feasible. Often PHI teachers	The 1980-81 out-of-school suspension percentage rate was computed for each project school. This rate was compared to that school's goal rate (one-tenth less than the rate the previous year). Eight of the 13 target schools met the objective by reducing their suspension rate below the goal rate. The 1980-81 combined suspension rate for all ESAA schools also met criterion, i.e. one-tenth less than the rate for the previous year. (See following table.)	Project schools were selected on the basis of their great need for improvement in the areas of suspension, corporal punishment, and absenteeism. Despite improvement in these areas in some project schools this year, the problems are of long standing and difficult to ameliorate.
	% Rate (1979-80)	One- Tenth	% Rate Goal																
School 1	35.2	3.5	31.7																
School 2	9.4	0.9	8.5																
School 3	17.9	1.8	16.1																

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome
Rationale: If a school reduces its suspension rate by one-tenth (35.2 to 31.7, 9.4 to 8.5, 17.9 to 16.1) the objective has been achieved for that school. School 1 has a higher suspension percent rate. Therefore, the "absolute value" of the reduction (3.5) required to meet the same goal (one-tenth reduction) will have to be greater than the reduction required by schools 2 and 3 which have lower rates.	called students' homes daily in an attempt to break patterns of absenteeism that had become entrenched. Conferences with faculty members provided another element of support. In addition to structured staff development activities, PHI teachers discussed individual students and target behaviors with teachers on a daily basis. The PHI Resource Specialist provided assistance and support to PHI teachers in planning appropriate interventions.		

Suspensions

School	1979-80	Percentage Rates Goal	1980-81
Buena Vista	2.10	1.89	.73*
Caldwell	0.00	0.00	1.83
Cumberland	1.83	1.65	2.03
Ewing Park	16.61	14.95	13.61*
Glenn	0.00	0.00	.26
Ford Greene	3.13	2.82	2.44*
Haynes	4.08	3.67	.73*
Highland Heights	49.29	44.36	27.47*
King's Lane	1.69	1.52	.81*
Kirkpatrick	4.26	3.83	.72*
McKissack	0.76	0.68	1.25
Meigs	52.83	47.55	62.10
Moore	13.05	11.75	9.95*
Combined Schools	11.51	10.36	9.53*

*Surpassed objective criterion

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome																
B. The yearly corporal punishment rate will be one-tenth less than the rate of that school for the previous school year. Example of calculations: <table> <tr> <th></th><th>%Rate (1979-80)</th><th>One- Tenth</th><th>%Rate Goal</th></tr> <tr> <td>School 1</td><td>2.3</td><td>0.2</td><td>2.1</td></tr> <tr> <td>School 2</td><td>43.2</td><td>4.3</td><td>38.9</td></tr> <tr> <td>School 3</td><td>8.6</td><td>0.9</td><td>7.7</td></tr> </table> Rationale: If a school reduces its corporal punishment rate by one-tenth (2.3 to 2.1, 43.2 to 38.9, 8.6 to 7.7) the objective has been achieved for that school. School 2 has a higher corporal punishment rate. Therefore, the "absolute value" of the reduction (4.3) required to meet the same goal (one-tenth) will have to be greater than the reduction required by Schools 1 and 3 which have lower rates.		%Rate (1979-80)	One- Tenth	%Rate Goal	School 1	2.3	0.2	2.1	School 2	43.2	4.3	38.9	School 3	8.6	0.9	7.7		The 1980-81 corporal punishment rate was computed for each project school and compared to that school's goal rate (one-tenth less than the rate the previous year). Six of the 13 target schools met the objective by sufficiently reducing their suspension rate. The 1980-81 combined corporal punishment rate for all ESAA schools also met criterion, i.e. one-tenth less than the rate for the previous year. (See following table.)	
	%Rate (1979-80)	One- Tenth	%Rate Goal																
School 1	2.3	0.2	2.1																
School 2	43.2	4.3	38.9																
School 3	8.6	0.9	7.7																

Corporal Punishment

School	1979-80	Percentage Rate Goal	1980-81
Buena Vista	63.87	57.48	50.18*
Caldwell	48.08	43.27	53.85
Cumberland	14.13	12.72	16.93
Ewing Park	66.07	59.46	59.37*
Glenn	95.06	85.55	80.62*
Ford Greene	1.15	1.04	6.10
Haynes	79.23	71.30	55.64*
Highland Heights	24.53	22.08	62.85
King's Lane	14.77	13.29	15.04
Kirkpatrick	34.14	30.74	34.05
McKissack	15.25	13.73	3.55*
Meigs	76.89	69.20	20.89*
Moore	64.38	57.94	60.46
Combined Schools	45.97	41.37	39.96*

*Surpassed objective criterion

Objective	Activities Designed to Accomplish Objectives	Extent to Which Objective Was Met	Reasons for Difference Between Objectives and Outcome																
C. The yearly absentee rate will be one-tenth less than the rate of that school for the previous school year. Example of calculations: <table data-bbox="168 817 599 986"> <thead> <tr> <th></th><th>ZRate (1979-80)</th><th>One- Tenth</th><th>ZRate Goal</th></tr> </thead> <tbody> <tr> <td>School 1</td><td>1.9</td><td>0.2</td><td>1.7</td></tr> <tr> <td>School 2</td><td>8.7</td><td>0.9</td><td>7.8</td></tr> <tr> <td>School 3</td><td>15.8</td><td>1.6</td><td>14.2</td></tr> </tbody> </table> Rationale: If a school reduces its absentee rate by one-tenth (1.9 to 1.7, 8.7 to 7.8, and 15.8 to 14.2) the objective has been achieved for that school. School 3 has a higher absentee rate. Therefore, the "absolute value" of the reduction (1.6) required to meet the same goal (one-tenth reduction) will have to be greater than the reduction required by Schools 1 and 2 which have lower rates.		ZRate (1979-80)	One- Tenth	ZRate Goal	School 1	1.9	0.2	1.7	School 2	8.7	0.9	7.8	School 3	15.8	1.6	14.2		The 1980-81 absentee rate was computed for each project school. This rate was compared to that school's goal rate (one-tenth less than the rate the previous year). Four of the 13 target schools surpassed the criterion specified in the objective; an additional six schools also lowered their absentee rate but not to the extent required by the objective statement. (See following table.)	61
	ZRate (1979-80)	One- Tenth	ZRate Goal																
School 1	1.9	0.2	1.7																
School 2	8.7	0.9	7.8																
School 3	15.8	1.6	14.2																

Absentee Rate

School	1979-80	Percentage Rates Goal Rate	1980-81
Buena Vista	5.75	5.18	5.41**
Caldwell	6.91	6.22	6.88**
Cumberland	4.77	4.29	4.77
Ewing Park	7.42	6.68	6.53*
Glenn	8.19	7.37	7.01*
Ford Greene	5.95	5.36	5.53**
Haynes	8.44	7.60	8.04**
Highland Heights	10.54	9.49	8.71*
King's Lane	4.07	3.66	3.81**
Kirkpatrick	7.53	6.78	7.11**
McKissack	5.79	5.21	4.81*
Meigs	13.66	12.29	14.23
Moore	4.45	4.01	4.83
Combined Schools	7.19	6.47	6.74

*Surpassed objective criterion

**Absentee rate lower than 1979-80 but short of objective criterion

Summary of
Positive Human Interaction Project
1980-1981

Since the ultimate goal of the ESAA Basic Program is designed to focus on the target student, the parents of target students, the entire faculty of the target school, and people within the school's community, several activities are planned to engender positive school climates, thereby bringing about a stable and fully integrated school system.

Major cultural changes are tested in public schools, modified, and then introduced into the mainstream of society. Because teacher attitudes and skills are of primary importance to the success of the ESAA Project, a series of staff development activities will be provided for the faculties of the target schools throughout the five years of this project.

Topics of possible staff development training may include areas of human relations, human interaction, awareness, classroom management, teacher effectiveness, counseling skills, conflict resolution, and behavior intervention.

The importance of parent-staff-community involvement cannot be stressed enough. It is through involvement that parents become committed to the idea that the education of our youth is a joint venture.

A concerted effort will be made to increase both the amount and quality of parent and citizen involvement in the target schools. The operation of parent and citizens volunteer programs will be implemented in the target schools which feel that it can be a continuous viable vehicle for enhancing the relationship between the community and the school. Volunteer services will include such activities as individual tutoring, small group work in which specific skills are reinforced, preparation of resource materials, and any other activity which the parent and local school personnel judge would help accomplish the goals related to the desegregation plan.

Personnel from target schools as they implement the parent and citizen involvement program will provide training for the parent and citizen volunteers in communication/interaction skills so that parents can reinforce the development of positive student self-concept and the development of skills necessary for successful adjustment to school.

Conferences will be arranged to establish a dialogue between teachers and parents in regard to the needs of the individual student and how those needs can best be met both at school and at home.

The Community Teacher has primary responsibility for parent/community involvement activities. The Staff Teacher has primary responsibility for inservice training of professional staff.

To engender a school climate which will prevent further resegregation of the school's population and foster true interracial harmony, several activities are planned for the target students, parents, faculty, and citizens. These activities will focus directly on improvement of school climate by improving student behavior, developing skills for positive group processes among students, parents, faculty, and involving community members in the school program.

A goal of each PHI Teacher will be to help each student make those behavioral changes which are needed for maximum educational progress as related to expected growth. Activities designed to foster self exploration, to teach interpersonal skills, and to help develop a positive sense of self and others will be a major focus.

The PHI Center will provide opportunities for students to interact in small groups. The interaction in these small groups will be structured and specific interaction skills will be taught. Students will be encouraged to analyze their own behavior in terms of these skills.

Sessions in the PHI Center will include activities such as: brainstorming to uncover specific likes/dislikes about the total school; brainstorming to uncover individual likes/dislikes that interfere with successful school performance in such areas as attendance, motivation, learning, peer acceptance; and developing strategies for dealing with the above identified feelings/problems.

In order to give the ESAA program legitimacy and identity within each school, the PHI Teachers will coordinate and effectively use the Student Advisory/Student Council Committees in the implementation of this Project. The committee will be a vehicle for gathering student reaction and input related to program activities especially as these activities relate to the alleviation of problems associated with desegregation of problems associated with desegregation and promotion of interracial appreciation.

The goal of the proposed project is to develop and implement strategies which will help children whose adaption level is less than optimal to overcome their sense of alienation from the purposes of school, and to help them to learn new ways of coping with their school situation.

The PHI Teacher in each school will establish a program of support services which will help each student make those behavioral changes which are needed for maximum educational progress. This program will be individually focused and will be the result of analysis of the profile of behavior patterns for the student and input from teachers, parents, administration and the target student involved.

POSITIVE HUMAN INTERACTION (PHI) RESOURCE SPECIALIST

Rationale

To implement a project involving such a wide spectrum of student, parent, staff and community involvement a specialist position is critically needed to plan, coordinate, and facilitate activities in the target schools. Each Positive Human Interaction Resource Specialist will be assigned to work with 2,500 project participants including PHI teachers, parents, citizens, and regular staff of the 17 target schools. To insure successful implementation of the proposed project activities, PHI Resource Specialists are needed in each District in which target schools are located.

Duties

Assist building and district administrators and the ESAA Project Director in:

1. implementing specific human relations training sessions to learn techniques and strategies to help implement the project objectives successfully in the target schools;
2. the orientation of ESAA personnel as to Project goals, objectives, activities and individual job requirements;
3. the orientation of target school faculties to Project goals, objectives, activities, and requirements;
4. overseeing the development of monitoring forms for on-going evaluation of each objective;
5. monitoring project implementation of all activities through consultation, interviews, on-site visits;
6. facilitating the scheduling for the evaluation of the target students;
7. assisting in collecting data for interim evaluation reports;
8. preparing quarterly reports;
9. assessing needs of ESAA staff and providing appropriate assistance, through local, Title IV, or D.A.C. resources;

Positive Human Interaction (PHI) Resource Specialist (Continued)

10. helping to gather, organize, and/or prepare materials, ideas, and activities which may be used in the local school ESAA center;
11. facilitating the issuance of newsletters to parents by the local school ESAA personnel;
12. preparing written materials on project activities for release to the mass media;
13. facilitating the visitations of interested educators and citizens to project schools;
14. coordinating parent and citizen programs in the target schools;
15. performing other project duties and responsibilities identified throughout the project period, and assigned by District Directors of Elementary or Secondary Education.

Salary

Teacher salary, according to training and experience, for 205 days.

Position dependent on funding through E.S.A.A.

POSITIVE HUMAN INTERACTION (PHI) COMMUNITY TEACHER -

Rationale

Since the target students for this program are characterized by established behavior patterns leading to poor self-concept, suspensions, and absenteeism, a person is needed to provide a daily communications link among the target student, his/her parents, and regular school faculty. To aid target students, strategies and activities which provide experiences to promote a more positive attitude toward self, learning, and school must be developed. To build a supportive climate for the school an effective involvement of parents, faculty, and the community is essential. A person is needed to work in a liaison capacity among student, parent, and community to engender support of the school and to prevent further resegregation. These functions must be fulfilled to ensure an intervention that will make a genuine, long-range difference in target students' performance and will build permanent bridges of support between school and community.

Duties

Assisted by the Positive Human Interaction Staff Teacher:

1. to set up and to manage a Positive Human Interaction Community Center;
2. to counsel individually and in small groups with target students;
3. to create a program for each student to redirect nonproductive behaviors in collaboration with parents, administrators, and teachers;
4. to keep individual files on target students for documentation;
5. to consult with other teachers on effective classroom management;
6. to write and disseminate four newsletters to parents;
7. to involve the Student Advisory/Activity Committee in the ESAA project;
8. to produce appropriate forms for monitoring program activities as assisted by the PHI Resource Specialist;
9. to implement a Parent Information Program for communication of school events, and attention to students with needs;
10. to implement a Parent Volunteer Program to assist in regular school activities;
11. to document the activities of the Parent Volunteer Program;

POSITIVE HUMAN INTERACTION (PHI) COMMUNITY TEACHER (Continued)

12. to plan and conduct community meetings as assisted by the ESAA PHI Resource Specialist;
13. to plan and conduct in-school meetings for parents, students, teachers, and citizens as assisted by the ESAA PHI Resource Specialist;
14. to schedule conferences on a regular basis with regular classroom teachers regarding the progress of target students;
15. to assist regular teachers in planning appropriate program activities and strategies to meet the needs of target students

Additionally,

16. to give leadership to and document all community involvement activities.

Qualifications

Education: Experience in counseling or behavior modification skills and/or certification in an area of pupil personnel services with course work/training in individual assessment techniques and individualized program planning and implementation.

Other: Ability to establish and maintain positive working relationships with students and adults. Ability to communicate both orally and in writing with individuals and groups. A desire to work with diverse ethnic groups and demonstrated expertise in this area.

Salary

Teacher salary, according to training and experience, for 200 days.

Position dependent on funding through ESAA.

POSITIVE HUMAN INTERACTION (PHI) STAFF TEACHER

Rationale

Since the target students for this program are characterized by established behavior patterns leading to poor self-concept, suspensions, and absenteeism, a person is needed to provide a daily communications link among the target student, his/her parents, and regular school faculty. To aid target students, strategies and activities which provide experiences to promote a more positive attitude toward self, learning, and school must be developed. To build a supportive climate for the school an effective involvement of parents, faculty, and the community is essential. A person is needed to work in a liaison capacity among student, parent, and community to engender support of the school and to prevent further resegregation. These functions must be fulfilled to ensure an intervention that will make a genuine, long-range difference in target students' performance and will build permanent bridges of support between school and community.

Duties

As assisted by the Positive Human Interaction Community Teacher:

1. to set up and to manage a Positive Human Interaction Community Center;
2. to counsel individually and in small groups with target students;
3. to create a program for each student to redirect nonproductive behaviors in collaboration with parents, administrators, and teachers;
4. to keep individual files on target students for documentation;
5. to consult with other teachers on effective classroom management and working with children of different ethnic backgrounds;
6. to write and disseminate four newsletters to parents;
7. to involve the Student Advisory/Activity Committee in the ESAA project;
8. to produce appropriate forms for monitoring program activities as assisted by the PHI Resource Specialist;
9. to implement a Parent Information Program for communication of school events, and attention to students with needs;
10. to implement a Parent Volunteer Program to assist in regular school activities;
11. to document the activities of the Parent Volunteer Program;

POSITIVE HUMAN INTERACTION (PHI) STAFF TEACHER (Continued)

12. to plan and conduct community meetings as assisted by the ESAA PHI Resource Specialist;
13. to plan and conduct in-school meetings for parents, students, teachers, and citizens as assisted by the ESAA PHI Resource Specialist;
14. to schedule conferences on a regular basis with regular classroom teachers regarding the progress of target students;
15. to assist regular teachers in planning appropriate program activities and strategies to meet the needs of target students

Additionally,

16. to develop a long-range, four year plan for staff development activities based on the human relations needs of the faculty.

Qualifications

Education: Experience in counseling or behavior modification skills and/or certification in an area of pupil personnel services with course work/training in individual assessment techniques and individualized program planning and implementation.

Other: Ability to establish and maintain positive working relationships with children and adults. Ability to communicate both orally and in writing with individuals and groups. A desire to work with diverse ethnic groups and demonstrate expertise in this area.

Salary

Teacher salary, according to training and experience, for 200 days.

Position dependent on funding through ESAA.